

Special Education Advisory Council (SEAC)

Guidance for Local Education Agencies

Purpose

A Local Special Education Advisory Council (SEAC) serves as a collaborative partnership between families, educators, school leaders, community organizations, and district leadership to improve educational outcomes for students with disabilities. The SEAC provides advice and feedback regarding special education policies, procedures, and resources. The council shall also engage in outreach activities to the community at large to increase the level of knowledge, support, and collaboration with respect to special education.

Louisiana Requirements

Louisiana law requires every public school system and public charter school to establish a Special Education Advisory Council. Pursuant to Louisiana Revised Statute [R.S. 17:1944.1](#), each LEA shall:

- Establish a Special Education Advisory Council (SEAC)
- Meet at least three times annually
- Submit an annual report to the superintendent and the Louisiana Special Education Advisory Panel (SEAP)
- Publish the annual report on the district website
- Conduct community outreach regarding special education
- Receive an annual district report regarding:
 - Special education funding
 - Student achievement
 - Compliance data
 - Designated seclusion room information, and seclusion and physical restraint guidelines and procedures, as required by [R.S. 17:416.21](#)

Required Membership and Council Structure

The superintendent or administrative head shall seek applications for council membership from parents, teachers, principals, paraprofessionals, and other special education stakeholders. The number of council members and composition of the council shall be determined by the local public school superintendent or

the administrative head of each charter school or other public school and are subject to the following requirements:

- At least fifty percent shall be parents or legal guardians of students with an exceptionality, other than gifted and talented, who are enrolled in a school under the jurisdiction of or who are receiving special education services from the public school governing authority, none of whom shall be employees of the public school governing authority. In selecting council members, an effort shall be made to include parents of students in elementary, middle, and high school grades.
 - One high school student with an exceptionality, other than gifted and talented, and one person who represents an entity that serves students with disabilities or families of students with disabilities and who is not an employee of the school governing authority may be counted to meet the requirement.
- At least ten percent of the membership shall be special education stakeholders who are not represented under the parent, student, entity, or the school-personnel category.
- At least one member shall be a teacher, principal, or paraprofessional who serves students with disabilities and who works in a school under the jurisdiction of the public school governing authority.
- A council should be composed of at least eight members. If a council has fewer than eight members, the superintendent or administrative head shall provide an explanation of the decision to establish a council with fewer than eight members. The explanation shall be provided to the council and shall be included as an addendum to the annual SEAC report.

Meetings

The SEAC shall meet at least three times each school year. Quarterly meetings are recommended to support ongoing collaboration, review of relevant information, and opportunities for council input throughout the school year. The chairperson shall call and preside over the meetings and establish meeting agendas.

Recommended Annual Topics

The following topics are recommended for consideration during SEAC meetings. This list is not exhaustive, and councils may identify additional topics based on local needs and priorities.

Student Achievement

- LEAP performance
- LEAP growth
- LEAP Connect
- Literacy outcomes
- Numeracy outcomes
- Graduation rates
- Attendance
- Postsecondary outcomes

Instruction

Implementation of the Special Education Playbook, including:

- Access to high-quality core instruction
- Extra time to learn
- Content-strong educators

IDEA Compliance

- Trends identified through monitoring of compliance data
- Child Find obligations and policies
- Evaluation timelines
- IEP timelines
- Transition compliance
- Discipline data
- Least Restrictive Environment (LRE)

Family Engagement

- Communication practices
- Family workshops
- Parent training
- Procedural safeguards awareness
- Community outreach

Transition

- Graduation pathways
- April Dunn Act
- Postsecondary education
- Employment outcomes

Behavior Supports

- Positive behavioral interventions
- Functional Behavioral Assessments
- Behavior Intervention Plans
- Seclusion and restraint data
- Staff training

District Resources

- IDEA funding
- Local funding
- Staffing
- Related services
- Transportation
- Assistive technology
- High-cost services

Characteristics of an Effective SEAC

An effective Special Education Advisory Council:

- Centers discussions on improving outcomes for students with disabilities.
- Uses data to inform recommendations.
- Promotes transparent communication between families and school systems.
- Engages community partners in collaborative problem-solving.
- Focuses on continuous improvement rather than individual student concerns.
- Supports implementation of the Special Education Playbook and evidence-based instructional practices.